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AUTHOR Mitchell, Anne W.
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ABSTRACT

Provided are findings of a survey of public school districts conducted by the Public School Early Childhood Study, a 30-month, three-phase investigation of the involvement of public schools in the delivery of early childhood programs. The district survey was designed to answer two basic questions: (1) What kinds of early childhood programs do school districts run? and (2) What are the characteristics of these programs with regard to details of operation, funding, staffing, ancillary services, eligibility, and involvement of parents and particularly working parents? The survey consisted of a district overview and program questionnaires. A total of 1,225 districts completed the district overview; 1,681 program questionnaires were returned. Findings concern program operation, class size and ratios, teacher qualifications, paraprofessionals, salaries and benefits, and parent involvement. There were more special education programs than any other kind of program, and more were enrolled in Head Start programs than in any others. It is concluded that a major trend in early childhood education is the increasing involvement of public schools as providers of early childhood programs. Additional questions raised by the data are discussed and survey instruments are provided. (RH)

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ED286586

PUBLIC SCHOOLS AND YOUNG CHILDREN:

A Report of the First National Survey of Public School Districts Regarding their Early Childhood Programs

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Anne W. Mitchell
Bank Street College
New York City

I. INTRODUCTION

The Public School Early Childhood Study is a thirty-month, three-phase study investigating the involvement of public schools in the delivery of early childhood programs. The Study's objectives are to examine the practical operation of such programs, their developmental soundness with respect to young children, their responsiveness to the families that use them, and the policy implications that accompany an enhanced public school role in the world of young children. The three parts of the Study are: a survey of all 50 states, a survey of public school districts and case studies of 13 programs in 12 states. Only the district survey will be reported here. The Study is a joint project of Bank Street College and Wellesley College and is funded by the Carnegie Corporation of New York and the Ford Foundation.

Background

No national surveys have been conducted on the nature and extent of public school programs for children under 5. Only two national surveys have been undertaken in regard to public school enrollment of 3 and 4 year olds, one by the Bureau of the Census and one by the National Center for Education. Both are based on the 1980 current Population Survey conducted by the Bureau of the Census. Preprimary enrollment continues to increase among 3 and 4 year olds. No data exist on the enrollment of children younger than 3.

PS 016607

No national data base on early childhood programs exists. The most recent national study of day care was conducted from 1977-1979. The Center for Statistics of the US Department of Education reports enrollment data on children younger than kindergarten entry age in public schools, but those data are incomplete. The Center compiles data from each of the fifty states which usually maintain enrollment data only for programs that are mandatory and/or for which the state is providing funds. Data are not usually collected on programs operated by school districts and supported by local tax monies.

The Head Start Office in the Administration for Children Youth and Families of the US Department of Health and Human Services collects extensive data annually

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Paper prepared for AERA Roundtable, "Studies of Day Care and Preschool Education," Annual Meeting, Washington, DC, April 1987.

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from Head Start programs. It does not systematically categorize these data by sponsorship, although it is possible to determine whether a grantee or delegate agency is a public school district.

Purpose of the District Survey

The district survey was designed to answer two basic questions: What kinds of early childhood programs do school districts run? What are the characteristics of these programs with regard to details of operation, funding, staffing, ancillary services, eligibility, involvement of parents and particularly working parents?

II. METHOD

The Sample

The survey was aimed at all public school districts which operate any program for children younger than kindergarten entry age. One potential source for identifying these public school districts is the early childhood specialists in state departments of education. This method presents similar problems to those outlined above: states generally collect data only on programs that they fund. In those states with no funding stream for early childhood, little information is available.

Education data firms are in the business of accurately identifying potential markets for their customers (primarily marketers of educational materials and services). As one source of information, we chose the company with the best reputation for providing quality data for the early childhood market. The sample was selected by combining information from a variety of sources including the educational data firm. School districts with at least one school identified as having a prekindergarten program, districts with any central office personnel identified as an early childhood supervisor, and districts which either administer a Head Start grant or operate at least one Head Start program were included. There are approximately 16,000 public school districts in the US; our sample consisted of 2,773 districts.

The survey consisted of two parts: the district overview and a program questionnaire. 1225 districts completed the district overview; 1681 program questionnaires were received. This represents a 44% response rate for the district overview.

The responding districts and the nonrespondent group were compared on a number of dimensions. At the $p<.1$ level of confidence, the respondents did not differ significantly from the nonrespondents on geographical distribution, urbanicity, size of district, per pupil spending, property wealth, or ethnicity.

III. PROCEDURE

The Instrument

The survey instruments, an overview of district involvement and a program specific questionnaire, were designed collaboratively by the staff of the study

and were reviewed by members of the study's Advisory Panel. The overview section was designed to be completed in a short time (15 minutes) by the superintendent or his/her designee. The program section was designed to be completed by the supervisor of each specific program in about 30 minutes.

The Field Test

The final drafts were field tested in three sites. The selected sites differed on demographic and programmatic characteristics: a rural/suburban district in Connecticut, a near-metropolitan district in New York, and a suburban/small city district in New Jersey. These three states also differ in how early childhood programs are financed through their state departments of education. New York has a targeted, state funded, prekindergarten program; New Jersey reimburses districts for prekindergarten programs using the same formula as for kindergarten; while Connecticut has no state program, but was considering early childhood legislation at the time.

The field test yielded important information about certain aspects of the design and content of the questionnaires and also gave us direction with regards to encouraging districts to respond. For example, field test participants expressed a strong desire to offer their opinions on the importance of early childhood programs and on future trends in early childhood in their districts, in addition to providing the factual/numerical information the instruments requested. In response, we expanded the open ended section of the questionnaire which was designed to tap respondent's opinions and views. The precise wording of some questions and optional responses were revised in response to participant's comments on the clarity of our questions.

Distribution

The superintendent of each district in the sample was mailed a package containing one district survey with a cover letter and brief description of the full study attached and three copies of the program questionnaire each with a cover letter addressed to the program director attached. Copies of these instruments and cover letters are included in Appendix A.

IV. RESULTS

Throughout this report wherever appropriate, the results will be reported by program type since there are many different types of programs and much of the information is more meaningful when seen in relation to program type, rather than in the aggregate. All tables can be found at the end of the report.

Public schools are operating a variety of different types of programs for children of all ages from birth through age five. As Table A illustrates, the largest number of programs represented in our survey are special education programs. The largest number of children are enrolled in Head Start programs. It is possible that Head Start programs may be overrepresented in our sample because those districts that operate Head Start programs are more easily identified and were thus more likely to be included in the survey.

Program Operation

Although most programs are operated in public school buildings, a sizable proportion (16%) of the respondents reported operating in at least one site not located in a public school building.

By far the most common operating schedule for public school early childhood programs of all types (except child care) is three hour per day sessions offered five days per week for the period from September through June and closing on all school holidays and vacations. Table B presents data on length of year by program type.

The daily session length and the number of sessions per week vary with the age of the child. As Table C illustrates, younger children are more likely to be in programs for fewer than three hours per day and for fewer than five days per week.

Class Size and Ratios

Small group sizes and to a lesser degree low staff:child ratios are factors related to the quality of early childhood programs. Public school programs in our survey are operating within the limits of good practice as illustrated in Table D. Teachers and paraprofessionals are counted as staff in computing the ratios. In some cases (13%) parent volunteers are included. For example, most child care programs for teen parent/students require the teen parents to work in the classroom and count them in the ratios.

Teacher Qualifications

It is generally agreed in practice (and well-supported by research), that one determinate of quality in early childhood programs is staff who have training and experience directly related to the ages of children taught. Half of all respondents indicated that early childhood education certification was required for teachers in their programs. Nearly three-quarters require a Bachelor's degree. However, two thirds indicated that no previous experience was required for the employment of teachers. Fortunately, minimum requirements differ from practice. Among all program types, slightly more than half (52%) of the staff hired had both early childhood education certification and at least one year of experience teaching children younger than five.

Certification requirements for teachers are complex and not easily compared across states. A term such as "early childhood education certification" can mean a specific course of study including coursework and student teaching with children younger than kindergarten age in one state, and in another state may mean an endorsement (beyond the elementary teaching license) relating to kindergarten teaching.

Paraprofessionals

Most programs (87%) employ paraprofessionals for classroom work. The most common requirements for the employment of paras are a high school diploma or its equivalent (66%) and attaining at least age eighteen (30%). Experience is

rarely required. In practice, paraprofessionals who are hired exceed these minima; among all program types about 20% of the paras hired had both a year of early childhood training and at least one year of experience with young children.

Salaries and Benefits

Teachers in public school early childhood programs are nearly always employees of the district and usually receive the same salaries and benefits as other teachers, except for Head Start and child care programs in which teachers are twice as likely to be receiving lower salaries than other district teachers.

The typical teacher works 10 months a year earning an average salary of $15,822 (with a BA) or $20,081 (with an MA). In contrast, the typical paraprofessional works 26 hours per week for 36 weeks per year earning $4974. Table E illustrates the mean 10 month salaries for teachers by program type.

Parents

Parent involvement is a key factor in quality programs. In response to our questions about parent involvement, nearly all programs (90%) reported offering parent-teacher conferences, about half have parent advisory councils or boards and about half report using parent volunteers. Parent advisory bodies are very likely (95%) in Head Start (as expected since that is a requirement for Head Start programs). More than 2/3 of child care programs had parent advisory groups. In contrast, only about 1/3 of Chapter I programs reported having parent advisory bodies. Parent groups were much less likely among all other program types.

The response to questions about program features that might help working parents, such as longer hours, summer or vacation programs, transportation to other programs, scheduling parent conferences after work hours, etc. was low; only about half the programs offered any such features. Of respondents across all program types, about half report scheduling parent conferences after regular work hours. About 1/4 will bus children to a location other than their own home, but this is overwhelmingly associated only with special education programs. Summer care is not widespread (20%) but is most likely to be offered by child care or special education programs.

V. DISCUSSION

We started our study with a question: what is the role of public schools in the early childhood system? We know part of the answer. Beyond any doubt, a major trend in early childhood education today is the increasing involvement of public schools as providers of early childhood programs. This paper attempted to sketch a picture of the extent and variety of these programs. As we have begun to answer our first question, other questions have emerged.

What is the purpose of these programs?

Historically, the purpose of public school ventures into early childhood were clear: the WPA nursery schools were to create jobs for unemployed teachers after the Depression: the Lanham Act day care centers during WWII were to care for children so their mothers could work in the war effort.

Currently there are many purposes. Parents seem to want one thing: a good education in a setting that can also care for their children while they work. Legislators and governors want another: to reform education and better prepare kids for school by starting earlier.

The schools get caught in the confusion: sometimes responding to the legislators with pre-k programs for disadvantaged children, and somtimes to the parents by offering pre-k programs with day care hours.

No matter what the purpose is, what is the quality of these programs?

What kinds of curriculum approaches will be used? Will these approaches be appropriate and continuous, that is, compatible with the prior and future experiences of the children?

Can we find enough qualified early childhood teachers or will we resort to overly prescribed curriculum guides instead?

Will we be willing to spend the large amounts of money necessary to keep the class sizes small enough, the teachers well-paid, and well-trained?

What about parents?

We know that programs based on the concept of parents as partners, programs that support and involve parents, are more effective. How are parents involved in decision-making, how are parents treated?

What about the working parents, especially the single working parents?

Maybe all this new attention and money would be better spent improving and expanding the current child care system.

Is it good policy to create more partday programs, for targeted populations of children?

We know that quality early childhood programs do benefit the most disadvantaged children, but we also know they do not necessarily have any long term effects for middle class children. Is the public school the right place for these programs? Programs like Head Start have existed in both schools and community agencies--perhaps these new programs aimed at disadvantaged kids should be delivered the same way--both by public schools and by other community organizations?

The purpose of our Study is to investigate and raise questions--which we have done. The task before us now is to begin to answer these policy questions in our communities, states and nation.

PUBLIC SCHOOL EARLY CHILDHOOD STUDY

Bank Street College
Center for Children's Policy
610 West 112th Street
New York, New York 10025
(212) 663-7200

Wellesley College
Center for Research on Women
Wellesley, Massachusetts 02181
(617) 431-1453

March 1986

Dear Superintendent:

The Ford Foundation and the Carnegie Corporation have funded Bank Street College and Wellesley College to conduct the first nationwide study of public school affiliated programs that serve children younger than kindergarten age. Your school district is among those selected to participate in this important study, which will inform and influence policy decisions concerning the role of public schools in the care and education of our children. Results of the study will be published, widely distributed, and presented at conferences and forums throughout the country. A more detailed description of the study is attached.

Your school district has been selected as part of our study. We need your help in supplying us with information about the prekindergarten programs in your district and giving us your expert opinion on early childhood programs in the public schools. All information will be treated with confidentiality. No information on any single district will be given out. Districts participating in this part of the study will receive a copy of the results.

Enclosed are:

1) A brief description of our study for your information,
2) A District Overview form (blue) to be completed and returned by you, and
3) Three Program Questionnaires (yellow) to be completed and returned by the directors of each of your prekindergarten programs (or whoever you believe is most familiar with the details of a given program).

Please return these questionnaires by April 18, 1986. If you have any questions, contact us at the above New York City address.

The next phase of our study concerns exemplary early childhood programs. If you would like to nominate one of your programs, please request the nomination form and guidelines by checking the appropriate box on the enclosed questionnaire.

We very much appreciate your help on this pivotal national study.

Sincerely,

Anne W. Mitchell
Director
Public School Early Childhood Study
Bank Street College of Education

Please return in the attached envelope by April 18, 1986
to: Anne Mitchell, Director
Public School Early Childhood Study
Center for Children's Policy
Bank Street College of Education
610 W. 112th Street, N.Y., N.Y. 10025
If you have any questions call (212) 663-7200 Ext. 313

DISTRICT OVERVIEW

1/

2-6 District Number: _____

7-32 District Name: _____

33-58 District Office Address: _____

59-80 _____
city state zip

2/

2-26 Superintendent's Name: _____

27-39 Superintendent's Telephone Number: _____
(area code) number extension

☐ Check here if your District has no programs for children younger than kindergarten age. If you check this box, please fill in the information requested above and return this page to us. Go no further. Thank you.

THIS QUESTIONNAIRE SEEKS INFORMATION ABOUT ALL PUBLIC SCHOOL AFFILIATED PROGRAMS IN YOUR DISTRICT WHICH SERVE PREKINDERGARTEN CHILDREN. PUBLIC SCHOOL AFFILIATED REFERS TO TWO KINDS OF PROGRAMS: 1) THOSE FUNDED AND/OR ADMINISTERED BY PUBLIC SCHOOLS, AND 2) THOSE RELATED TO PUBLIC SCHOOLS BY OTHER MEANS (E.G., PROVISION OF IN-KIND SERVICES, USE OF SPACE, ETC.). FOR EXAMPLE, CONSIDER HOW A HEAD START PROGRAM MIGHT BE AFFILIATED WITH YOUR DISTRICT. IF YOUR DISTRICT IS THE HEAD START GRANTEE, YOU DIRECTLY OPERATE AND ADMINISTER THE PROGRAM. THIS IS AN EXAMPLE OF THE FIRST KIND OF AFFILIATION. ON THE OTHER HAND, YOUR DISTRICT MAY RENT SPACE TO A HEAD START PROGRAM WHICH IS ADMINISTERED BY ANOTHER COMMUNITY AGENCY. THIS IS AN EXAMPLE OF THE SECOND KIND OF AFFILIATION. IN BOTH CASES, THE HEAD START PROGRAM IS PUBLIC SCHOOL AFFILIATED. PREKINDERGARTEN REFERS TO CHILDREN YOUNGER THAN KINDERGARTEN AGE (BIRTH TO KINDERGARTEN ENTRY AGE).

40 ☐ Check here if you wish to receive exemplary program nomination form and guidelines.

2/ 41-46 1. What is the kindergarten entry age in your district?

_____ Years old by (specify date) _____

THE FOLLOWING QUESTIONS (2, 3, 4, 5, and 6) REFER TO PUBLIC SCHOOL AFFILIATED PROGRAMS FOR CHILDREN YOUNGER THAN KINDERGARTEN AGE WHICH ARE FUNDED AND/OR ADMINISTERED THROUGH YOUR DISTRICT (I.E., THOSE THAT FIT THE FIRST KIND OF AFFILIATION DESCRIBED ON THE FIRST PAGE.

2. What types of program--funded and/or administered through your district--are available for children younger than kindergarten age? Some of these programs may be categorized by funding source (e.g., Head Start, Chapter 1, or state funded prekindergarten programs). Other programs may be categorized by purpose (e.g., special education or compensatory programs). Still other programs may be categorized by clientele (e.g., child care programs for children of district employees or nursery schools operated by high school students). In completing this questionnaire, it is extremely important that you identify all prekindergarten programs funded and/or administered by your district, and assign each program to one category only--even though the program may fit in several categories.
Check all that apply and indicate supervisor's name, title, and phone number.

		Prekindergarten Program Types	Name of Supervisor	Supervisor's Title	Telephone Number
47	62-78	___ Head Start			
	3/ 2-23				
48	24-62	___ Chapter 1			
49	63-79	___ Special education			
	4/ 2-23				
50	24-62	___ State funded pre-kindergarten program			
51	63-79	___ Locally funded pre-kindergarten program			
	5/ 2-23				
52	24-62	___ Before school program (children aged 0-5)			
53	63-79	___ After school program (children aged 0-5)			
	6/ 2-23				
54	24-62	___ Summer program (children aged 0-5)			
55	63-79	___ Program for infants and toddlers			
	7/ 2-23				
56	24-62	___ Child care program			
57	63-79	___ Child care for children of district employees			
	8/ 2-23				
58	24-62	___ Child care for children of teenage students			
59	63-79	___ Nursery school operated by high school students			
	9/ 2-23				
60	24-62	___ Combination of the above			
	63-70	Please describe _____			
61		___ Other--any program which does not fit into the above categories			
	10/ 2-40				
	41-60	Please describe _____			

PLEASE BE SURE THAT ONE PROGRAM QUESTIONNAIRE (YELLOW) IS COMPLETED FOR EACH PROGRAM INDICATED ABOVE. IF YOU NEED MORE COPIES OF THE PROGRAM QUESTIONNAIRE, PLEASE PHOTOCOPY THE QUESTIONNAIRE OR CONTACT US TO REQUEST ADDITIONAL COPIES.

REMEMBER: PREKINDERGARTEN REFERS TO ALL PROGRAMS FOR CHILDREN FROM BIRTH TO KINDERGARTEN ENTRY AGE.

3. What is the number of prekindergarten age children enrolled in those district-affiliated programs identified in question 2?

61-65 _____ 4 year olds
66-70 _____ 3 year olds
71-75 _____ 2 year olds
76-80 _____ Children under 2 years old
.....
11/ 2-6 _____ Total number of children

4. Please estimate the average annual expenditure per child for the programs and years indicated below, if applicable to your district.

	Program	1984-85	1985-86	1986-87 (anticipated)
7-18	Chapter 1	$_____Per child	$_____Per child	$_____Per child
19-30	State Funded Prekindergarten	$_____Per child	$_____Per child	$_____Per child
31-42	Locally Funded Prekindergarten	$_____Per child	$_____Per child	$_____Per child

5. Is there a person on the district office staff who is responsible for the coordination of all prekindergarten programs?

43 44-60 ____ Yes If yes, indicate Name: _____
61-75 ____ No Title: _____
12/ 2-8 Telephone Number: _____

6. What do you anticipate will be the future of prekindergarten programs in your district in the next three years? Please indicate whether you expect the following aspects of your prekindergarten programs to remain about the same, increase, or decrease over the next three years. Check only one column for each item.

		Remain about the same	Increase	Decrease
9	Age ranges of children served will	___	___	___
10	Number of children served will	___	___	___
11	Daily hours of operation will	___	___	___
12	Months of operation per year will	___	___	___
13	Number of program types will	___	___	___
14	Services offered will	___	___	___
15	Funding will	___	___	___
16	Other	___	___	___
17-36	Please describe _____			

THE FOLLOWING QUESTIONS (7, 8, and 9) REFER TO PROGRAMS FOR CHILDREN YOUNGER THAN KINDERGARTEN AGE WHICH ARE RELATED TO, BUT NOT DIRECTLY FUNDED AND/OR ADMINISTERED BY, YOUR DISTRICT (I.E., THOSE THAT FIT THE SECOND KIND OF AFFILIATION DESCRIBED ON THE FIRST PAGE).

7. What services or facilities does your district provide to programs for children younger than kindergarten age--programs related to, but not directly administered by your district? Check all applicable types of services or facilities provided by your district and indicate by a check in the appropriate column whether or not a fee is charged.

12/	Services/Facilities	District Charges A Fee	District Does Not Charge a Fee
37 46	___ Health screening	___	___
38 47	___ Developmental screening	___	___
39 48	___ Teachers	___	___
40 49	___ Other staff (custodial, clerical)	___	___
41 50	___ Staff training	___	___
42 51	___ Space	___	___
43 52	___ Equipment	___	___
44 53	___ Transportation	___	___
45 54	___ Other	___	___
55-74	Please describe_____		

8. For what types of programs are the services or facilities checked in question 7 provided? Check all that apply.

13/
2 ___ None
3 ___ Head Start
4 ___ Before school child care
5 ___ After school programs for children age 0 to 5
6 ___ Summer programs for children age 0 to 5
7 ___ Nursery schools
8 ___ Child care programs for infants and toddlers
9 ___ Child care programs for 3 to 5 year olds
10 ___ Other
11-30 Please describe_____

9. What do you anticipate will be the future for the public school affiliated prekindergarten programs listed in question 8? Please indicate whether you expect the following aspects of these prekindergarten programs to remain about the same, increase, or decrease over the next three years. Check only one column for each item.

		Remain about the same	Increase	Decrease
31	Age ranges of children served will	___	___	___
32	Number of children served will	___	___	___
33	Number of program types will	___	___	___
34	Services offered will	___	___	___
35	Daily hours of operation will	___	___	___
36	Months of operation per year will	___	___	___
37	Funding will	___	___	___
38	Other	___	___	___
39-58	Please describe_____			

10. Do you have any comments about the advantages and/or disadvantages of having prekindergarten programs in your district?

_____

_____

We may wish to speak with the person who actually completed this questionnaire. If this person is someone other than the district superintendent, please indicate:

60-80 Name: _____

14/2-14 Telephone Number: _____
(area code) number extension

PUBLIC SCHOOL EARLY CHILDHOOD STUDY

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Center for Children's Policy
610 West 112th Street
New York, New York 10025
(212) 663-7200

Wellesley College
Center for Research on Women
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March 1986

Dear Program Director:

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Your Superintendent has identified your prekindergarten program as one in which we are interested. We need your help in supplying us with information about the program itself and giving us your informed opinion about early childhood programs in public schools. It is important that you complete the attached questionnaire for <u>one</u> program only. If you supervise more than one prekindergarten program, please request additional program questionnaires from your Superintendent. Complete and accurate information is, of course, extremely important. All information will be treated with confidentiality. No information on any single program will be given out.

For the purposes of this questionnaire, <u>prekindergarten</u> refers to all children from birth to kindergarten entry age. If any questions arise as you complete our questionnaire, please contact us at the above New York City address or phone Anne Mitchell at (212) 663-7200 ext. 313.

The next phase of our study concerns exemplary early childhood programs. If you would like to nominate one of your programs, please request the nomination form and guidelines by checking the appropriate box on the enclosed questionnaire.

Please return the questionnaire to us by April 18. Districts participating in this part of the study will receive a copy of the results.

We very much appreciate your help on this pivotal national study.

Sincerely,

Anne W. Mitchell
Director
Public School Early Childhood Study
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PROGRAM QUESTIONNAIRE

1/

2-6 District Number: _____

7-32 District Name: _____

33-58 Name of Program: _____

59-80 Name of Person Completing Questionnaire: _____

2/

2-18 Job Title: _____

19-40 Address: _____

41-62 _____
city state zip

63-75 Telephone Number: _____
(area code) number extension

THIS QUESTIONNAIRE IS TO BE COMPLETED FOR ONE PUBLIC SCHOOL AFFILIATED, PREKINDERGARTEN PROGRAM. IF YOU SUPERVISE MORE THAN ONE PREKINDERGARTEN PROGRAM, USE A SEPARATE QUESTIONNAIRE FOR EACH PROGRAM.

USE THIS QUESTIONNAIRE TO DESCRIBE ONE PROGRAM ONLY.

3/ 1. Which type of program are you operating? Check one only.

2- 3
- ___ Head Start
- ___ Chapter I (prekindergarten)
- ___ Special education
- ___ State funded prekindergarten program
- ___ Locally funded prekindergarten program
- ___ Before school program (ages 0-5)
- ___ After school program (ages 0-5)
- ___ Summer program (ages 0-5)
- ___ Program for infants and toddlers
- ___ Child care program
- ___ Child care program for children of district employees
- ___ Child care program for children of teenage students
- ___ Nursery school operated by high school students
- ___ Combination of the above

  Please describe _____

4-18
- ___ Other--any program which does not fit into any of the above listed categories

  Please describe _____

2. What is the number of children enrolled in your program and how many classes are available for each age group?

	Number of Children	Number of Classes
19-23 45-46	_____ 4 year olds	_____ Classes for 4 year olds
24-28 47-48	_____ 3 year olds	_____ Classes for 3 year olds
29-33 49-50	_____ 2 year olds	_____ Classes for 2 year olds
34-38 51-52	_____ Children under age 2 years	_____ Classes for children younger than 2 years
39-44 53-55	_____ Total number of children in your program	_____ Total number of classes for all children

3. At how many sites does your program operate?

56-57 _____ Sites located in public school buildings

58-59 _____ Sites not located in public school buildings

60-61 _____ Total number of sites

4. Typically, how many children are in a classroom? Please indicate by age the average number of children usually in a classroom.

62-63 _____ Children 4 years old

64-65 _____ Children 3 years old

66-67 _____ Children 2 years old

68-69 _____ Children under 2 years old

5. How many classes does your program offer for each of the following lengths of daily sessions?

	Number of classes
70-71	_____ 1-3 hour sessions
72-73	_____ 4-5 hour sessions
74-75	_____ 6-7 hour sessions
76-77	_____ More than 7 hour sessions

6. Please indicate the typical length of a daily session and the usual number of sessions per week for each age group listed below.

4/		Age of Children	Number of Hours per Day	Number of Days per Week
2-3	10	4 year olds	_____ Hours	_____ Days
4-5	11	3 year olds	_____ Hours	_____ Days
6-7	12	2 year olds	_____ Hours	_____ Days
8-9	13	Under 2 years old	_____ Hours	_____ Days

7. When does your program operate during the year? Please check one.

14
___ School year--September through June (closed on school holidays and during school vacations)
___ School year--September through June (open on school holidays and during school vacations)
___ Calendar year--Open all year but closed on national holidays
___ Other

15-30 Please describe _____

IN QUESTIONS 8 THROUGH 17, TEACHER DOES NOT REFER TO PARAPROFESSIONALS (E.G., TEACHER AIDES, CLASSROOM ASSISTANTS, ETC.). QUESTIONS 18 THROUGH 23 WILL ADDRESS PARAPROFESSIONALS.

8. How many teachers are employed in your program?

31-32 _____ Classroom teachers (teachers in charge of a classroom)
33-34 _____ Specialist teachers (teachers of art, music, gym, etc.)
35-36 _____ Supervisory teachers (consulting teachers, master teachers, etc.)
.....
37-39 _____ Total number of teachers employed in your program

9. What type of certification is required for the employment of teachers in your program? Check all that apply.

40 ___ No certification required
41 ___ Early childhood education
42 ___ Elementary education, N-3
43 ___ General elementary education
44 ___ Other
45-60 Please describe _____

10. What is the minimum educational requirement for the employment of teachers in your program? Check one.

61
___ No minimum degree required
___ Child Development Associate credential
___ Two year college diploma, degree, or certificate
___ Bachelor's degree
___ Master's degree
___ Other
62-77 Please describe _____

11. What is the minimum experience requirement for the employment of teachers in your program? Check one.

5/
2
___ No experience required
___ One year or less
___ One to two years
___ Three years or more

12. When they were first hired, approximately what percentage of the teachers currently employed in your program had both early childhood education certification and at least one year of experience teaching children younger than five?

3- 5 _____ Percent

13. Are teachers in your program employees of the district?

6 ____ Yes
____ No

14. Are the teachers in your program on the same pay scale as other district teachers?

7 ____ Yes
____ No

15. Are the benefits for teachers in your program comparable to those of other district teachers?

8 ____ Yes
____ No

16. In your program, what is the typical annual salary for a fulltime beginning teacher with a bachelor's degree and no experience?

9-13 $_____ Per year (10 months)
14-18 $_____ Per year (12 months)

17. In your program, what is the typical annual salary for a fulltime teacher with a master's degree and five year's experience?

19-23 $_____ Per year (10 months)
24-28 $_____ Per year (12 months)

18. Does your program employ paraprofessionals for classroom work?

29 ____ Yes (If yes, go to question 19)
____ No (If no, go to question 24)

19. How many paraprofessionals are employed for work in classrooms?

30-31 _____ Paraprofessionals

20. What are your program's minimum <u>requirements</u> for the employment of paraprofessionals? Check all that apply.

32-34 ____ Age (please specify: _____ years)
35 ____ High school diploma/GED
36 ____ Child Development Associate credential
37 ____ Two year college diploma, degree, or certificate
38 ____ Bachelor's degree
39-41 ____ Years of experience (please specify: _____ years)
42 ____ Other
43-58 Please describe _____

21. When they were first hired, approximately what percentage of the paraprofessionals employed in your program had <u>both</u> one year of early childhood training <u>and</u> at least one year of experience working with children younger than five?

59-61 _____ Percent

22. How much do paraprofessionals usually work? Indicate both the number of hours and the number of weeks worked.

62-63 _____ Hours per week
64-65 _____ Weeks per year

23. What is the beginning hourly wage for a paraprofessional in your program?

66-68 $_____ Per hour

24. What is the typical staff/child ratio based on enrollment for the different age groups of children in your program?

	Age of Children	Ratio
69-72	4 year olds	____/____ staff child
73-76	3 year olds	____/____ staff child
6/ 2- 5	2 year olds	____/____ staff child
6- 9	Under 2 years old	____/____ staff child

25. Who are included as staff in the staff/child ratios indicated in question 24? Check all that apply.

10 ____ Teachers
11 ____ Paraprofessionals
12 ____ Parents
13 ____ High school students
14 ____ Adult volunteers
15 ____ Other
16-31 Please specify_____

26. What are all the eligibility criteria for children in your program? Check all that apply.

32 ____ Family income
33 ____ Employment status of parent
34 ____ IQ or aptitude test score
35 ____ Developmental level or skills test score
36 ____ Physical examination
37 ____ Psychological examination
38 ____ Age
39 ____ Parent availability
40 ____ Special educational needs
41 ____ Race/ethnicity
42 ____ English not primary language
43 ____ Other family characteristics (e.g., sibling, single parent family, etc.)
44 ____ Other
45-60 Please describe _____

27. Do any of the eligibility criteria checked in question 26 have more weight than the others in deciding which children to admit?

61 62-69 ____ Yes If yes, indicate which one(s) _____
____ No

28. This year, approximately how many children applied to your program and how many were accepted?

70-75 _____ Children applied
7/ 2- 7 _____ Children were accepted

29. Please indicate which of the following professionals are used by your program and how often each is used.

		Never	Occasionally (less than once a month)	Frequently (more than once a month)
8	Physician	___	___	___
9	Nurse	___	___	___
10	Dentist	___	___	___
11	Psychologist	___	___	___
12	Audiologist	___	___	___
13	Social worker	___	___	___
14	Speech therapist	___	___	___
15	Language therapist	___	___	___
16	Physical therapist	___	___	___
17	Occupational therapist	___	___	___
18	Special educator	___	___	___
19	Librarian	___	___	___
20	Art teacher	___	___	___
21	Music teacher	___	___	___
22	Physical education teacher	___	___	___
23	Other	___	___	___
24-39	Please describe _____			

30. Does your district provide transportation for children in your program? Check all that apply.

40 ___ No transportation is provided
41 ___ Transportation is provided between home and the program
42 ___ Transportation is provided between another child care setting and the program

31. What meals are provided by your program? Check all that apply.

43 ___ None
44 ___ Breakfast
45 ___ Snack
46 ___ Lunch

32. How do parents participate in your program? Check all that apply.

47 ___ Parent-teacher conferences are held
48 ___ Parents serve on an advisory council or board
49 ___ Parents are employed in the classroom
50 ___ Parents volunteer in the classroom
51 ___ Program newsletters are regularly distributed to parents
52 ___ Parents raise funds for the program
53 ___ Parent education workshops are offered
54 ___ Parents advocate for the program with local/state/federal officials
55 ___ Parents are encouraged to talk with other parents (e.g., via a newsletter, bulletin board, etc.)
56 ___ A parent room is available
57 ___ Other
58-73 Please describe _____

33. Your program may have features to meet the needs of working parents. Please indicate the number of sites where each of the following is available.

8/	Number of Sites Where Available	
2- 3	_____	Program operates nine or more hours per day
4- 5	_____	Program operates all year
6- 7	_____	Transportation is provided to and from other child care settings
8- 9	_____	Parent conferences are scheduled after work hours
10-11	_____	Child care is provided for sick children
12-13	_____	An alternative program is offered on school closing days
14-15	_____	A summer program is offered
16-17	_____	Child care program is offered on site before the regular program hours
18-19	_____	Child care program is offered on site after the regular program hours
20-21	_____	Other
22-37		Please describe _____

34. In what ways do your program's teachers and other staff participate in the local early childhood community? Check all that apply.

38	____ Are members of local early childhood professional organizations
39	____ Attend local early childhood conferences
40	____ Are workshop presenters at local early childhood conferences
41	____ Are members of child care councils
42	____ Serve on boards of directors of community early childhood programs
43	____ Read local early childhood publications
44	____ Write for local early childhood publications
45	____ Other
46-61	Please describe _____

35. What staff development and training opportunities are offered for staff in your program? Check all that apply.

62	____ None offered
63	____ Preservice training
64	____ Inservice training (once or twice per year)
65	____ Inservice training (more than twice a year)
66	____ Professional days
67	____ Visit/observation of other programs
68	____ Reimbursement for attending early childhood professional conferences
69	____ Reimbursement for completing early childhood college courses
70	____ Other
9/ 2-17	Please describe _____

36. Please estimate the percentage of your current total program budget contributed by each of the following sources.

	Percentage	Funding Source
18-20	_____ %	Local government
21-23	_____ %	State government
24-26	_____ %	Federal government
27-29	_____ %	Tuition/parent fees
30-32	_____ %	Private gifts/grants
33-35	_____ %	In kind donations
36-38	_____ %	Other
39-54		Please describe _____

.....

Total = 100%

37. For how many years (including this year) has your program been in existence?

55-56 _____ Years

38. In the past two years, how has the number of children served by your program each year changed? Check one.

57 ____ Number of children has increased
____ Number of children has decreased
____ Number of children has remained about the same

39. In the next two years, how do you expect the number of children served by your program each year to change? Check one.

58 ____ Number of children will increase
____ Number of children will decrease
____ Number of children will remain about the same

59-61 40. Estimate the average annual expenditure per child for your program this year.
$_____ Per child

41. Programs for young children are regulated by state and/or local authorities and are issued a license. Which of the following best describes your program? Check one.

62 ____ Exempt from licensing
____ Exempt from licensing but voluntarily licensed
____ Subject to licensing
____ Other
63-78 Please describe _____

10/ 41. Which part of your program are you most proud of and why?
2-11 _____
_____
_____
_____

42. Which part of your program would you most like to change and why?

12-21 _____
_____
_____
_____

43. If there is anything about your program which you would like us to know about, and which the above questions have not addressed, please describe it.

22-31 _____
_____
_____
_____

☐ Check here if you wish to receive exemplary program nomination form and guidelines.

TABLES

TABLE A: Number and Percentage of Programs of Various Types with Number and Percentage of Children Enrolled

	Programs		Children	
Program Type	Number	%	Number	%
Head Start	175	10.4	37,928	19.2
Chapter 1 Pre-K	144	8.6	25,393	12.9
Special Education	530	31.5	20,455	10.4
State Funded Pre-K	256	15.2	27,526	13.9
Locally Funded Pre-K	126	7.5	26,549	13.4
Summer Program	22	1.3	1,997	1.0
Infant Toddler Program	17	1.0	939	.5
Child Care Program	97	5.8	16,718	8.5
Child Care for Teen Parents	27	1.6	1,302	.7
Nursery School Operated by High School Students	45	2.7	1,970	1.0
Parent Education	53	3.2	11,002	5.6
Other	187	11.1	25,396	12.9
TOTALS	1,681	100%	197,334	100%

TABLE B: Number of Programs Reporting Various Annual Operating Schedules

Program Type	School Year Only (closed on holidays and vacations)	School Year Only (open on holidays and vacations)	Calendar Year (closed only on national holidays)
Head Start	154	0	1
Chapter 1 Pre-K	126	0	0
Special Education	428	4	8
State Funded Pre-K	238	0	2
Locally Funded Pre-K	107	1	1
Infant Toddler Program	8	0	5
Child Care Program	19	1	67
Child Care for Teen Parents	23	0	0
Nursery School Operated by High School Students	32	0	0
Parent Education	36	2	0
Other	127	2	27

TABLE C: Average Length of Day and Number of Days Per Week for 4 Year Olds and 1 Year Olds by Program Type

Program Type	Four Year Olds		One Year Olds	
	mean day length (hours)	mean days/week	mean day length (hours)	mean days/week
Head Start	4.3	4.3	-	-
Chapter 1 Pre-K	3.3	4.2	-	-
Special Education	3.5	4.6	2.0	2.1
State Funded Pre-K	3.4	4.7	-	-
Locally Funded Pre-K	2.9	3.9	1.7	1.5
Summer Program	3.4	4.1	-	-
Child Care Program	8.0	4.7	8.8	5.0
Child Care for Teen Parents	-	-	6.2	4.7
Nursery School Operated by High School Students	2.9	3.3	-	-
Parent Education	2.3	1.5	2.1	1.1
Other	4.5	4.3	4.5	2.8

TABLE D: Average Class Size and Child:Staff Ratio by Age of Child and Program Type

Program Type	4 Year Olds		3 Year Olds		2 Year Olds		1 Year Olds	
	Mean Class Size	Mean Child: Staff Ratio (1:)	Mean Class Size	Mean Child: Staff Ratio (1:)	Mean Class Size	Mean Child: Staff Ratio (1:)	Mean Class Size	Mean Child: Staff Ratio (1:)
Head Start	17.5	7.4	12.9	7.2	-	-	-	-
Chapter 1 Pre-K	16.1	8.3	10.7	5.5	-	-	-	-
Special Education	7.3	4.2	5.8	3.8	-	-	4.0	2.2
State Funded Pre-K	16.6	9.1	11.3	6.7	-	-	-	-
Locally Funded Pre-K	16.4	10.2	11.9	8.7	10.0	7.8	-	-
Summer Program	12.2	7.9	8.7	6.3	9.3	4.0	8.0	2.7
Child Care Program	17.7	8.8	15.4	8.1	11.3	6.2	12.7	4.3
Child Care for Teen Parents	-	-	-	-	11.3	3.7	14.0	3.5
Nursery School Operated by High School Students	11.7	4.2	9.0	4.0	-	-	-	-
Parent Education	12.1	6.2	11.9	6.1	9.9	8.4	8.5	8.2
Other	15.3	7.9	12.2	6.6	10.3	4.5	9.5	3.2

TABLE E: Average 10 Month Salaries for Beginning and Experienced Teachers by Program Type

Program Type	10 month salary (with BA + 0 yrs. experience)		10 month salary (with MA + 5 yrs. experience)	
Head Start	$ 13,035		$ 16,676	
Chapter 1 Pre-K	16,528		21,230	
Special Education	16,607		20,880	
State Funded Pre-K	15,990		19,948	
Locally Funded Pre-K	15,436		19,698	
		12 month		12 month
Child Care Program	14,214	$ 15,466	17,904	$ 20,677
Child Care for Teen Parents	14,774		19,887	
Nursery School Operated by High School Students	15,919		20,474	
Parent Education	15,730		21,143	